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ABSTRACT

To provide materials for a national exchange program and a Pennsylvania activities bank, a project was designed to produce materials for teacher-coordinators of high school distributive education. The project objectives were to (1) review and evaluate competencies necessary for advertising service careers, (2) develop activities and evaluative instruments for students, (3) evaluate activities and evaluative instruments, and (4) review the materials, if necessary, and prepare them for distribution to teacher-coordinators. Accomplishment of these objectives was evaluated positively. The project procedure involved the project coordinator, one editor, three consultants, and fourteen teacher-coordinators who participated in three writing workshops to develop competency-based materials for ten service areas: advertising, communications, display, human relations, mathematics, merchandising, product and service technology, operations, management, and selling. Competency areas were divided into two levels, Master Employee and Manager Owner. Participants produced forty-two activities and evaluative instruments. The activities designed for use in competitive events were written using a format based upon the National Distributive Education Clubs of America (DECA) criteria. (Appendixes contain a statement on competency ranking for advertising services, format for writing competency-based series events, written event check-off list, seven sample writing formats, and a validation form.) (CSS)

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FINAL REPORT

DEVELOPING COMPETENCY-BASED ACTIVITIES AND EVALUATION INSTRUMENTS FOR THE ADVERTISING SERVICE AREA OF DISTRIBUTION

LEADERSHIP DEVELOPMENT SERIES:

ADVERTISING SERVICES

A. W. BEATTIE AVTS

AND

UNIVERSITY OF PITTSBURGH
VOCATIONAL EDUCATION PROGRAM

JUNE, 1978

CE 017 300

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1978

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FINAL REPORT

A WRITING WORKSHOP TO DEVELOP COMPETENCY-BASED ACTIVITIES AND EVALUATION INSTRUMENTS FOR THE ADVERTISING SERVICE AREA OF DISTRIBUTION

Prepared By

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FINAL REPORT

DEVELOPING COMPETENCY-BASED ACTIVITIES AND EVALUATION INSTRUMENTS FOR THE ADVERTISING SERVICE AREA OF DISTRIBUTION

CHAPTER I

PROJECT NEED

A. Introduction

A writing workshop was organized to develop competency-based activities and evaluation instruments for the advertising service area of distribution upon approval of a proposal by the Pennsylvania Bureau of Vocational Education submitted from A. W. Beattie AVTS dated January 1, 1978 to June 30, 1978. Curriculum materials developed in the writing workshop are being provided to the Bureau of Vocational Education, Distributive Education Department. A need existed in the Distributive Education Department to use the material in a national exchange program and inclusion in a Pennsylvania activities bank.

B. Need for the Project

To teach Distributive Education effectively on the high school level requires competency-based curriculum materials. The student needs these curriculum materials to develop the competencies necessary to function in many areas of distribution. One of these areas of distribution where competency-based curriculum materials are lacking is advertising services. In order to insure student performance to meet the advertising services competencies, it is necessary to develop activities and evaluative instruments for the use by teacher-coordinators of Distributive Education.

C. Objectives of the Project

1. To review and evaluate the competencies necessary for careers in the area of advertising service.
2. To develop activities and evaluative instruments for Distributive Education student use.
3. To evaluate the activities and evaluative instruments.
4. To review if necessary and prepare for distribution to Distributive Education teacher-coordinators.

D. General Procedures of the Project

In the proposal the Distributive Education Department of the University of Pittsburgh was to conduct three (3) one-day workshops. One coordinator, one editor, three consultants, and fifteen (15) teacher-coordinators were to assume the major roles in developing the curriculum materials. The following procedures were to be used:

1. Utilize previously identified essential competencies in the advertising services area.
2. Structure a format based upon National DECA criteria.
3. Develop writing techniques.
4. Write activities and evaluative instruments.
5. Validate activities with business representatives from the advertising service areas.
6. Rewrite if necessary.
7. Review and finalize.

CHAPTER II

MEETING THE OBJECTIVES

The objectives outlined in the proposal submitted to the Pennsylvania Bureau of Vocational Education were met in three (3) one-day workshops conducted at A. W. Beattie AVTS and at the University of Pittsburgh. Distributive Education Department. The writing workshops were conducted May 13, 1978, May 22, 1978, and June 13, 1978. The four objectives of the project were accomplished during the three meetings through the participation of a project coordinator, one editor, three consultants and fourteen (14) teacher-coordinators. The objectives are evaluated as follows:

Objectives	Objective Attainment
1. To review and evaluate the competencies necessary for careers in the area of advertising services.	1-1) The competencies for advertising services were ranked in 1975-76 by Richard L. Lynch, Program Leader, D.E. Program Area, Virginia Polytechnic Institute and State University. (See Appendix A)
	1-2) Competencies were reviewed with the teacher-coordinators in the occupational area of advertising service at the Master-Employer and Manager-Owner Level in the instructional areas of Advertising, Communications, Display, Human Relations, Management, Mathematics, Merchandising, Operations, Product and Service Technology, and Selling.
2. To develop activities and evaluate instruments for Distributive Education student use.	2-1) A format for writing competency-based series events was shared with the teacher-coordinators. The format included a cover sheet, instructional sheets, event items, evaluation, and DECA instructions. (See Appendix B.)

Objectives	Objective Attainment
	2-2) A check sheet of writing activities accomplished by the teacher-coordinators was provided for their use. (See Appendix C).
	2-3) Three competitive events activities and three corresponding evaluative instruments were developed and submitted by the teacher-coordinators. A total of 42 activities and evaluations were developed. A sample format is presented in Appendix D.
3. To evaluate the activities and evaluative instruments.	3-1) The editor employed for the project accepted the written activities and evaluative instruments from the teacher-coordinators and edited the material before printing. The material was edited between the dates of June 14 and June 25, 1978.
	3-2) The written activities and evaluative instruments were validated with business representatives from the advertising service area who were asked to read and approve the particular activity.
4. To review if necessary and prepare for distribution to Distributive Education teacher-coordinators.	4-1) The written activities and evaluation instruments were reviewed by the Assistant Director of the project who also directed the work of the coordinator, consultants and teacher-coordinators. The written activities and evaluative instruments were printed at A. W. Beattie AVTS and prepared for distribution to the Bureau of Vocational Education, Distributive Education Department.

CHAPTER III

PROCEDURE OF THE PROJECT

A. Workshop Participants

The writing workshop for Advertising Services was organized to meet on May 13, May 22, and June 13, 1978. Eleven (11) Western Pennsylvania Distributive Education Coordinators and three (3) University of Pittsburgh Distributive Education personnel for a total of fourteen (14) participants were engaged to develop competency-based activities and evaluation instruments for the advertising service area of distribution. The workshop participants and the school of their employment are listed in Table A.

Each participant was assigned the task of completing three (3) competency-based activities and three (3) evaluation instruments related to the activities.

B. Workshop Activities

The activities were assigned to the participants in the competency areas of advertising, communications, display, human relations, mathematics, merchandising, product and service technology, operations, management and selling. The competency areas were divided into the two (2) levels: Master-Employee and Manager-Owner. At the Master-Employee Level twenty-three (23) activities were assigned in the ten (10) competency areas. At the Manager-Owner Level nineteen (19) activities were assigned. A total of forty-two (42) activities were assigned to the participants. The assignment of activities in the ten (10) competency areas at the Master-Employee and Manager-Owner Levels are listed in Table B.

C. Materials Written

The fourteen (14) writers participating in the three (3) one-day workshops developed forty-two (42) competency-based activities and evaluative instruments in the advertising service area for Distributive Education student use. The activities were written for use in competitive events using a format based upon National Distributive Education Clubs of America (DECA) criteria. The competency-based activities were written for both the Master-Employee and Manager-Owner Levels. The competency-based activities for these two levels were written in the ten (10) competency areas as listed in Table B. The teacher-coordinators validated the written activities with business representatives from the advertising service area. The business representatives were asked to read and approve the activity and the evaluative instrument using a form shown in Appendix E.

TABLE A

WORKSHOP PARTICIPANTS

1.	Ann C. Ahearn	Baldwin Senior High School
2.	Carolyn Marne	Brashear High School
3.	Tony Lucas	University of Pittsburgh
4.	Linda Richert	A. W. Beattie AVTS
5.	Cindy Young	Keystone Oaks High School
6.	Nancy Josephs	Brentwood High School
7.	Susan Bayles	Washington High School
8.	Evelyn Hrapchak	Somerset County AVTS
9.	Michael Carlson	Highlands Senior High School
10.	Joe Watkoski	Norwin Senior High School
11.	Karen Hatton	Beaver Area Senior High School
12.	Ona Kay Kinter	University of Pittsburgh
13.	Carol J. Glasser	Plum Senior High School
14.	Gayle J. Marco	University of Pittsburgh

TABLE B

ASSIGNMENT OF ACTIVITIES

Competency Area	Master Employee	Manager Owner	Total
1. Advertising	2	3	5
2. Communications	2	3	5
3. Display	2	3	5
4. Human Relations	2	3	5
5. Mathematics	3	1	4
6. Merchandising	3	1	4
7. Product & Services Technology	2	1	3
8. Operations	2	1	3
9. Management	3	1	4
10. Selling	2	2	4
Total	23	19	42

CHAPTER IV

PROJECT EVALUATION AND SUMMARY

The objective of the project was to develop competency-based activities and evaluation instruments for the advertising area of distribution. The competencies necessary for careers in the area of advertising services were reviewed and utilized in the writing of the activities. A writing format was structured based upon National DECA criteria. A writing technique was developed for the participants. The participants were active Distributive Education teacher-coordinators and teacher education staff members.

Competency-based activities and evaluative instruments were developed in the ten (10) competency areas at the Master-Employee and Manager-Owner Levels totaling forty-two (42). These activities were evaluated in the writing workshops by the teacher-coordinators and the consultants. The activities and evaluative instruments were validated with business representatives from the advertising service area. An editor then reviewed and edited the written activities and evaluative instruments. Upon completion of the editing, the materials were reviewed for final printing by the assistant project director.

In the opinion of the evaluator, the competency-based curriculum material was developed in a formal setting utilizing well structured criteria and format, adequate resource material, trained teacher-coordinators in writing techniques and adequate supervisory personnel and facilities. The forty-two (42) validated activities and evaluative instruments are usable by students in terms of reading level, competencies to be achieved, format for utilizing the material and the attractive appearance of the activities. The project was effectively accomplished when measured against the established objectives.

The teacher-coordinators evaluation of the project was very positive related to the organization and operation of the workshops. They appreciated being invited to participate in the writing since they and their students would be involved with the material. Particularly favorable comments were made concerning the format of the workshops, the resource material and resource personnel available at the workshops and assistance in the final editing of the material. They also recognized the importance of validating the written activities with business representatives from the advertising service areas. A criticism was noted by the teacher-coordinators questioning the appropriateness of some competencies listed in the National DECA competencies ranked in 1975-76.

A suggested recommendation by the evaluator is that the competencies ranked in 1975-76 should be reevaluated and validated for appropriateness by business representatives in the advertising service area. A further recommendation is made to rewrite the competency statements using verbs which are more observable and measurable.

ADVERTISING SERVICES

The competencies from which several will be selected for evaluation at the National Career Development Conference have been identified, assembled, and validated through a contract with the University of Nebraska. Competencies from the general competency lists developed in the landmark research studies completed for distributive education by Crawford (1967), Ertel (1968), Samson (1969) and Carmichael (1970) were reviewed and all appropriate competencies were selected and competencies banks developed. Additional competencies were solicited that related specifically to the Advertising Services Occupational Area from all distributive teacher-educators and state supervisors of distributive education in the United States. These competencies were judged regarding appropriateness and added to the competency bank.

Competency validation questionnaires were sent to selected industry representatives in the field of Advertising Services. These representatives had been identified by state supervisors of distributive education as personnel employed and knowledgeable the advertising field. A total of thirteen (13) responses were received for the Advertising Services area: five (5) responses for the Manager-Owner Level and eight (8) for the Master-Employee Level.

Responses were compiled and ranked according to importance with Of Extreme Importance being listed first, then Important, Some Value, Little Value and last No Value. All competencies so identified in the questionnaires were not listed by DECA for the lists following. In most cases only the top 40% were listed. The percentage of the total list is identified for each of the instructional areas.

Competencies listed for the Master-Employee Level are not repeated in the list for the Manager-Owner Level since it is assumed that these competencies must be learned by the Manager-Owner Level employee. Participants competing in the Manager-Owner Level of competition are responsible for competencies listed in both the Master-Employee Level and those listed in the Manager-Owner Level since the combined lists were used in the development of competitive events.

Richard L. Lynch, Program Leader
Distributive Education Program Area
Virginia Polytechnic Institute and
State University
Blacksburg, Virginia 24061

COMPETENCIES RANKED 1975-76

DECA

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FORMAT FOR WRITING COMPETENCY BASED SERIES EVENTS

Attachment #5

I. COVER SHEET

A. COMPETENCIES THIS EVENT EVALUATES
(Use only those listed in the instructional area and level for the event - make certain evaluation instrument evaluates only those listed - use multiple competencies)

B. BRIEF DESCRIPTION OF THE EVENT
(Explain what the participant will do during this event - be brief and do not attempt to explain the event in detail - may explain if written, oral, demonstration, etc.)

C. OBJECTIVES OF THE EVENT (OPTIONAL)
(Brief statements explaining what the event will evaluate - do not reword competencies - should combine K-S-A's into brief descriptive statements)

NOTE: Name and complete address of author should be given at top right hand corner. Also: Occupational Category and Instructional Area and Level.

II. INSTRUCTION SHEETS

A. PARTICIPANT INSTRUCTION SHEET
(Identify the procedure the participant will follow: role to assume, time frames for various sections, special precautions, role the judge will assume if appropriate, specific data the participant should remember, etc. After reading this sheet the participant should have all questions concerning the event answered before competition begins. Note: If the event has a Case Problem which the participant will study individually, this should be given on a separate sheet since it is usually a part of the actual competition.)

B. JUDGE INSTRUCTION SHEET
(Identify the procedure the judge will follow: Brief description of what the participant will be doing, role the judge is to assume, time frame for the event, materials the judge will be provided, special guidelines for role-playing, specific questions the judge is to ask, etc. Be thorough so that all questions the judge may have are answered. It is important or all judges to follow the same procedures.)

C. PROCTOR (TABULATOR) INSTRUCTION SHEET
(If event does not require a professional judge, describe in detail scoring procedures. Make certain "KEY" is given. Explain procedures for breaking ties.)

D. CUSTOMER, APPLICANT, ETC. INSTRUCTION SHEET
(If event involves participation by personnel other than professional judge, give COMPLETE description of role this person is to assume. Be thorough - it is important for all such personnel to follow the same procedures.)

III. EVENT ITMES

A. CASE PROBLEM
(Event may require a case problem for either the Participant or the Judge. Make certain all necessary data is given.)

B. TEST
(If event is a written event, include written test and KEY)

C. FORMS
(Event may need supplemental data: application forms, company policies, participant answer sheets, participant work sheets, layout charts, sales slips, inventory forms, etc. Make certain ALL are included and "keys" and/or "completed samples" provided, if appropriate.)

IV. EVALUATION

A. DIRECTIONS FOR SCORING

B. INSTRUMENT

C. MINIMAL LEVEL OF ACCEPTABLE PERFORMANCE

D. TIE-BREAKER

V. DECA INSTRUCTIONS

A. ADMINISTRATION SUGGESTIONS
1. Time frames (time needed for each part: judge briefing, participant briefing, competition, scoring)
2. Procedure to follow during participant briefing session
3. Procedure to follow during judge briefing session
4. Special items to be checked on location: special equipment, supplies, etc.

B. FACILITIES, EQUIPMENT, AND/OR MATERIALS NEEDED
1. Layout diagram for one and/or multiple sections
2. Section Rosters or Period Rosters? Include time.
3. Supplies: checklist of ALL items needed to implement event.

C. PERSONNEL NEEDED (Identify personnel and number needed)
(Event Manager, Adult Assistants, judges, proctors, additional personnel?)

D. ADVANCE DIRECTIONS TO SEND TO PARTICIPANTS
(Identify any special equipment participant is to bring (tape recorder, etc.) ... or specific equipment model participant will be using which may need advance practice.)

E. MINIMAL LEVEL OF ACCEPTABLE PERFORMANCE

F. TIE-BREAKER

OCCUPATIONAL AREA

LEVEL

ME ---- M2

	Advertising	Communications	Display	Human Relations	Management	Mathematics	Merchandising	Operations	Product & Service	ling
SHEET										
Competencies										
Description										
Objective										
SHEETS										
Participant										
Judge										
Proctor										
Customer/Applicant										
ITEMS										
Case Problem										
Test/Answer Sheet										
Forms										
EVALUATION										
Directions										
Instruments										
Minimal Level										
Tie-Breaker										
INSTRUCTIONS										
Administrative Suggestions										
Facilities, Equipment, &/or Materials Needed										
Personnel Needed										
Advance Directions										
Minimal Level										
Tie-Breaker										
Additional Items										

Appendix C

DECA®

Developing Future Leaders for Marketing and Distribution

SAMPLE FORMAT - PAGE #1

Name of Writer:

Complete School Name:

Address of School:

City, State, Zip:

Phone Number:

Year Developed:

Occupational Category:

Level:

Instructional Area:

COMPETENCIES THIS EVENT EVALUATES:

DECA.

Developing Future Leaders for Marketing and Distribution

Occupational Category:

Level:

Instructional Area:

SAMPLE FORMAT - PAGE #2

BRIEF DESCRIPTION OF EVENT:

OBJECTIVES OF THIS EVENT:

DECA

Developing Future Leaders for Marketing and Distribution

SAMPLE FORMAT - PAGE #3

OCCUPATIONAL CATEGORY:

LEVEL:

INSTRUCTIONAL AREA:

STUDENT INSTRUCTION SHEET:

Objectives

Procedures

Materials Needed

Additional Comments

DECA

Developing Future Leaders for Marketing and Distribution

SAMPLE FORMAT - PAGE #4

OCCUPATIONAL CATEGORY:

LEVEL:

INSTRUCTIONAL AREA:

DECA STAFF INSTRUCTIONS: (Conference Chairperson)

Administrative Suggestions (Time, room arrangements, etc.)

Facilities, Equipment, and/or Materials Needed

Personnel Needed

Advance Directions to send to Students

Minimum Level of Acceptable Performance for Event

Tie-Breaker

OCCUPATIONAL CATEGORY:

LEVEL:

INSTRUCTIONAL AREA:

JUDGE'S INSTRUCTION SHEET

Competencies

Objectives of the Event

Directions/Procedures/Judge's Role

Minimal Standard of Acceptable Performance

DECA

Developing Future Leaders for Marketing and Distribution

OCCUPATIONAL CATEGORY:

LEVEL:

INSTRUCTIONAL AREA:

SAMPLE FORMAT - PAGE #6 and #7

PAGE 6 = Event Itself

PAGE 7 - Evaluative Instrument and Directions

OCCUPATIONAL CATEGORY:

_____

INSTRUCTIONAL AREA:

_____

LEVEL: _____

NAME: _____

SCHOOL: _____

ADDRESS: _____

CITY/STATE/ZIP: _____

PHONE: _____

HOME ADDRESS: _____

CITY/STATE/ZIP: _____

PHONE: _____

The following industry person read and approved this event:

1. NAME: _____ TITLE: _____

FIRM OR STORE: _____

ADDRESS: _____ PHONE: _____

CITY/STATE/ZIP: _____

Would be willing to serve as a judge at National CDC: YES ___ NO ___

Would be willing to participate in research projects in Distributive Education: YES ___ NO ___

2. NAME: _____ TITLE: _____

FIRM OR STORE: _____

ADDRESS: _____ PHONE: _____

CITY/STATE/ZIP: _____

Would be willing to serve as a judge at National CDC: YES ___ NO ___

Would be willing to participate in research projects in Distributive Education: YES ___ NO ___

3. NAME: _____ TITLE: _____

FIRM OR STORE: _____

ADDRESS: _____ PHONE: _____

CITY/STATE/ZIP: _____

Would be willing to serve as a judge at National CDC: YES ___ NO ___

Would be willing to participate in research projects in Distributive Education: YES ___ NO ___

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